Activity List

#1—What’s My Pay (Math)

I will provide a list of different jobs and invite each student to choose one. For example: babysitter, police officer, mayor, librarian, secretary, dog-walker. Students can research or guess how much money the jobs they chose will pay, either by the hour, the day, the week, or the year. Then ask each student to draw a picture of a person doing the job. Have each student label the picture with the name of the job and the amount of money the person is paid to do it. For example, a dog-walker might make $5 per hour. If that dog-walker worked four hours a week, he or she would make $20 per week.

#2—Community Charades (English/LA)

During English/Language Arts, we will play a game of community charades where everyone gets to act out the name of a person, place, thing, or expression while another person or group guesses what is being acted out. Each job will be written/pasted onto a separate index card, shuffled, and placed facedown. Volunteers will demonstrate some charade techniques for those who have never played charades.

#3—Piece of the Pie (Math)

Show students how to draw a pie chart using the information they obtained from their “What’s My Pay” activity. I will model how to divide and label the pie chart into various categories related to the different jobs they came up with. Ask students to draw their own colorful pie charts. Have them decide how much of their pies each job service should get.

During math class,

#4—Lunch Study Trip (Where do your foods come from?)

Ask your students: Where do the foods in your lunch come from? Remind them that before foods are bought in the school cafeteria or in a grocery store, they are grown somewhere and then shipped either by boat, truck, or plane. Ask groups to write menus for typical lunches they might eat. If possible, provide groups with encyclopedias and have them research where all the food in their menus might come from. Then have them create illustrated charts showing where each menu item is from. If no reference material is available, challenge students to guess where each food item might have been grown.

#5—Silly Sale (Math)

“Pickles for sale! Secret message in a jar! Win a trip around the world!” Ask your students to think of fun or silly ways to promote the sale of a product as Homer Price did in the story of *The Doughnuts.* Then have them create exciting posters for it. Tell them that their product can be real or made up but must include the original and sale prices. Challenge them to come up with creative ways to make people want to buy ordinary products. People might buy a particular brand of paper towels if they thought a toy was hidden inside the cardboard tube!

#6— Postcards Home (English/LA)

Ask your students to write two or three postcards home from their new community. Give students a model: someone who has just moved to San Francisco may write about what it is like to live near an ocean port. Before that person writes a postcard, to get started, he or she may think of questions such as, “Are there a lot of ships in the harbor that are coming and going? What cargo do the ships carry? Who works on the ships? Who travels on the ships? Is there a certain time of day when I can see the ships being unloaded? Do crews from fishing boats bring their catch to the port early in the morning?” Encourage students to make their postcards as vivid as possible. They may use reference books for ideas.

#7—Survey Says (Math)

Take a survey of the student’s favorite cuisines (hamburgers, spaghetti, tacos, fried rice, sushi, etc). Have the students make a bar graph of the results.

#8— My Favorite Place (English/LA)

Have students write a descriptive paragraph about the place in their community they like best—but not name the place (what they see, hear, smell, touch, and/or taste when they are at the place). After each student reads his or her paragraph, the other students have to identify the place, saying which words were the best clues.

#9—Quilts and Math (Math)

After being introduced to traditional quilt patterns and their historical significance, students will identify traditional quilt patterns. Help students recall the meaning of symmetry (An exact matching of parts on opposite sides of a dividing line or around a central point). Let students explore the meaning of symmetry by using pattern blocks and comparing them to different quilt patterns.

#10—Welcome to our Community, Reader’s Theater (English/LA)

Set the scene: Have your group talk about where people live in your community. Do most people live in houses or apartments? Find out what your students in your group like to do for fun. Your group will need to know these things in order to make up the play. Start by announcing that today a very special tourist is visiting the community. The tourist has come all the way from China.